

Handout #2

Kelly – age 2 yrs 7 mos

Transcription of speech sample (video sample is not therapy)

- **“Let’s** (final position = glottal stop+pharyngeal fricative) **read octopus”** (glottal stops on all stops) NOTE on “let’s” she produces markers for /t/ and /s/ using compensatory articulation, indicating this is an articulation error not a phonological process error. Reaches for toy octopus-appropriate play and body posture with mom and book.
- **“unhunh”**- note prosody
- **That is** – glottals; pharyngeal fricative for /z/
....house –
- **That is house...** (glottals, audible nasal emission on /s/)
- **No yaa..**(unintelligible), hypernasality, Note natural gesture of sadness
- **Eee...aahnn** (unintelligible, but used glottal stops)
- **....buckets** - glottals for /b//k//t/, audible nasal emission for /s/. Note she used phonological process rule for final consonants, but used compensatory articulation, so this is an articulation disorder
- **...unintelligible** – but used pointing to communicate
- **....water** - correct /w/; /j/ for /t/
- **Blue.....**- ooo
- **Red...** heh, whispered, tip-alveolar movement for /d/ but no oral air build-up or voicing
- **Baby baby owl ...baby owl** – glottals for /b/
- **Oma owl** – oma is her word for mother

- **Eee (lips rounded)..ayah...**Unintelligible
- **No..apples** - /m/+glottal (co-production) for /p/
- **One, two, three, four, cinco...**using glottals for consonants or /n/+glottal (co-production)
- **More counting in Spanish...**
- **Ah oh aye (unintelligible)...**using glottals
- **Unintelligible ...** then made grasshopper face, etc...glottal production
- **No...uhn-oon**
- That's OK – all glottals

NOTE – she produces markers for final consonants but uses compensatory articulation (cleft/VPD related), indicating this is a disorder of articulation.

NOTE appropriate vowel production

NOTE excellent prosody

NOTE excellent natural gesture and pragmatic skills

Not using IPA symbols, since I don't have the capacity